

TEACHER'S BOOK
with Digital Pack



AMERICAN TH!NK

SECOND EDITION

Brian Hart

 **CAMBRIDGE**
UNIVERSITY PRESS

CONTENTS

Welcome p 4 **A** A lucky pilot; Descriptive verbs; Phrasal verbs; Childhood memories; Elements of a story; Talking about past routines
B Future plans; Life plans; Future continuous; Future perfect; Being emphatic: *so* and *such*; Extreme adjectives

| | FUNCTIONS & SPEAKING | GRAMMAR | VOCABULARY |
|---|---|---|--|
| Unit 1 Survival instinct p 12 ▶ | Issuing and accepting a challenge Discussing situations and your emotional reactions to them | Verbs followed by infinitive, or gerunds ▶ Verbs that take gerunds and infinitives with different meanings: <i>remember, forget, regret, try, stop</i> | Verbs of movement Adjectives to describe uncomfortable feelings WordWise: Expressions with <i>right</i> |
| Unit 2 On the road p 20 ▶ | Introducing (amazing) information Discussing nomadic people | Relative clauses (review) <i>which</i> to refer to a whole clause ▶ Omitting relative pronouns Reduced relative clauses | Groups of people Phrasal verbs (1) |

Life Competencies: Giving yourself a challenge 🟡, **Culture:** Nomadic people 🟡, Review

| | | | |
|---|--|--|---|
| Unit 3 Growing up p 30 ▶ | Emphasizing Discussing sharenting | ▶ Quantifiers <i>so</i> and <i>such</i> (review) <i>do</i> and <i>did</i> for emphasis | Costumes and uniforms Bringing up children |
| Unit 4 The art of thinking p 38 ▶ | Expressing frustration Guessing game to practice personality adjectives | ▶ <i>be / get used to (doing)</i> vs. <i>used to (do)</i> Adverbs and adverbial phrases | Personality adjectives Common adverbial phrases WordWise: Expressions with <i>good</i> |

Literature: *About a Boy* by Nick Hornby, **Life Competencies:** Being supportive 🟡, Review

| | | | |
|---|---|---|--|
| Unit 5 Too much tech? p 48 ▶ | Advice and obligation Talking about technology | Obligation, permission, and prohibition (review) ▶ Necessity: <i>didn't need to / needn't have</i> Ability in the past (<i>could, was / were able to, managed to, succeeded in</i>) | Technology (nouns) Technology (verbs) |
| Unit 6 Better together p 56 ▶ | Using intensifying comparatives Discussing community projects Role play: The missing suitcase | Comparatives ▶ Linkers of contrast | Ways of speaking Friendship idioms |

Culture: Four of the smartest cities 🟡, **Literature:** *Little Women* by Louisa May Alcott, Review

| | | | |
|---|---|---|---|
| Unit 7 Rose-tinted glasses p 66 ▶ | Cheering someone up <i>Silver Linings</i> game: thinking of optimistic solutions | Ways of referring to the future (review) ▶ Future continuous (review) Future perfect (review) | Phrases to talk about the future: <i>about to, off to, on the point of, due to</i> Feelings about future events WordWise: Expressions with <i>so</i> |
| Unit 8 List it! p 74 ▶ | Saying "yes" and adding conditions Discussing wonders of the world | Conditionals (review) ▶ Mixed conditionals | Phrasal verbs (2) Alternatives to <i>if</i> : <i>suppose, provided, as long as, otherwise, unless</i> |

Life Competencies: Being tactful 🟡, **Culture:** Seven wonders of the natural world 🟡, Review

| | | | |
|--|---|--|---|
| Unit 9 Take charge p 84 ▶ | Asking someone politely to change their behavior Discussing further education and work experience | <i>I wish</i> and <i>If only</i> ▶ <i>I would prefer to / it if, It's time, I'd rather / sooner</i> | Life's ups and downs Work and education |
| Unit 10 Unbelievable news p 92 ▶ | Making a point Introducing news Interviewing a well-known person Discussing the ethics of journalism | Reported speech (review) ▶ Reported questions and requests | Sharing news Reporting verbs WordWise: Expressions with <i>way</i> |

Literature: *The Remains of the Day* by Kazuo Ishiguro, **Life Competencies:** Laughing at yourself 🟡, Review

| | | | |
|--|---|---|---|
| Unit 11 Shoot for the stars p 102 ▶ | Sympathizing about past situations Discussing movies Discussing life in space | ▶ Speculating (past, present, and future) Cause and effect linkers | Space idioms Adjectives commonly used to describe movies |
| Unit 12 Off the beaten track p 110 ▶ | Speaking persuasively Giving a presentation about human activity and the natural world | Passive report structures ▶ The passive: verbs with two objects | Geographical features Verb + noun collocations |

Culture: A multinational enterprise 🟡, **Literature:** *The Lost World* by Arthur Conan Doyle, Review

C Conversations; Personality; Using *should*; Career paths; Decisions; Permission

D A change of lifestyle?; Reporting verbs; Negative adjectives; Another country; Changes; Regrets: *I wish ... / If only ...*

| PRONUNCIATION | THINK! | SKILLS |
|--------------------------------------|--|---|
| Diphthongs: alternative spellings | Train to THINK: Thinking rationally | Reading Article: Surviving for seven weeks Article: How to survive in the wilderness Writing A diary page about an experience Listening Radio show: <i>Exam advice</i> |
| Phrasal verb stress | Train to THINK: Distinguishing fact from opinion Values: Learning from other cultures | Reading Article: Getting to work Blog: A Brazilian adventure Writing An informal email Listening Radio quiz about migration in nature |

B2 First for Schools practice

| | | |
|----------------------------------|---|---|
| Adding emphasis | Train to THINK: Changing your opinions | Reading Blog: An embarrassing dad Website article: To sharent or not to sharent Writing An essay about parenting Listening Podcast about a hero dad |
| Pronouncing words with <i>gh</i> | Train to THINK: Lateral thinking Values: Appreciating creative solutions | Reading Article: A big change for artists Web post: A problem on <i>Your answers here</i> Writing A story beginning: "I had no idea what to do." Listening Talking heads – thinking imaginatively |

B2 First for Schools practice

| | | |
|----------------------------------|--|--|
| The schwa /ə/ sound | Train to THINK: The PMI strategy | Reading Article: A digital detox Article: Great success for teenage teachers: when silver surfers get connected Writing Instructions Listening A podcast about an invention |
| Linking words with /dʒ/ and /tʃ/ | Train to THINK: Exaggeration Values: Doing good | Reading Email: Comic Con Article: CoderDojo Coolest Projects International Writing An essay about social media Listening Interview: <i>Friendships</i> |

B2 First for Schools practice

| | | |
|---------------------------------|---|---|
| Intonation: encouraging someone | Train to THINK: Learning to see things from a different perspective | Reading Blog: My takes on life, the universe, and everything Website page: Quotations for worriers Writing A short story ending: "Every cloud has a silver lining" Listening Podcast: <i>Silver Linings</i> |
| Weak forms with conditionals | Train to THINK: The "goal-setting" checklist Values: Lists | Reading Book review: <i>The Checklist Manifesto</i> by Atul Gawande Blog: Elisa's list blog Writing An essay: A wonder of the natural world Listening A talk about bucket lists |

B2 First for Schools practice

| | | |
|------------------------------------|--|--|
| Linking: intrusive /w/ and /j/ | Train to THINK: Jumping to a hasty conclusion | Reading Article: Making difficult decisions Quiz: What kind of a friend are you? Writing An article for the school magazine Listening A radio show about life choices |
| Linking: omission of the /h/ sound | Train to THINK: Recognizing the source of a statement | Reading Magazine article: Fake news Article: The Secret Paparazzo Writing A magazine article about an interview with a well-known person Listening An interview with a foreign correspondent |

B2 First for Schools practice


| | | |
|---------------------------------------|---|--|
| Stress on modal verbs for speculation | Train to THINK: Spotting flawed arguments | Reading Article: A mission to Mars Blog: Top four space movies of the 21st century Writing A report about a problem on a school trip Listening Podcast about space tourism |
| Linking: intrusive /r/ | Train to THINK: Exploring hidden messages Values: Human activity and the natural world | Reading Article: Saving great discoveries! Article: Explorers: a friend to the native people: Cândido Rondon Writing A short biography Listening A talk about discovering new species |

B2 First for Schools practice

Pronunciation pages 120–121

Get it right! pages 122–126

Speaking activities pages 127–128



Welcome to **AMERICAN TH!NK**, the course that develops your students' communication and critical thinking skills, values, and life competencies so they can successfully meet the challenges ahead.

Have you ever asked yourself: "how can I be expected to prepare my students to succeed in a world that's changing so fast?" While it's impossible to predict what specific skills will be in demand by the time our students enter the workforce, there are some things that we as educators can do to ensure our students are as well prepared for their futures as they can be. We know there is an ever-increasing need for individuals to be able to work together effectively with others around the world, and to be able to think creatively and solve problems collaboratively. They also need to be able to analyze and process sources of information more critically, communicate, and support their views more effectively, and they need to maintain a positive mindset in challenging environments.

With **AMERICAN TH!NK** you can be certain you're giving your learners the tools they need to build a brighter future for themselves and a better world for us all.

What's new in the Second Edition?

We've kept everything that teachers loved about **AMERICAN THINK** First Edition:

The high-interest, relevant, and thought-provoking topics

The development of critical thinking, positive values, and self-esteem

A syllabus built on the Cambridge English Learner Corpus and English Profile

The inclusion of Cambridge Exams practice sections

The second edition builds and expands on these strengths:



The **globally focused content** will appeal to teens' natural curiosities and interests, and feed their growing sense of the world around them.



The **Life Competencies** strand, supported by entertaining student vlogs and correlated to the Cambridge Life Competencies Framework, will help them develop the vital capabilities they'll need to be successful throughout their lives.



The authentic, **real-world documentary-style videos** will captivate student interest and provoke meaningful thought and lively classroom discussion.



Powerful, all-in-one digital tools and support will empower teachers to deliver dynamic and effective lessons.

The story of **AMERICAN THINK**



AMERICAN THINK Second Edition was developed using the latest research into teen cognitive science and best practices and methodologies for the secondary classroom. To learn more, visit cambridge.org/think2e or scan this QR code with your smartphone or tablet.



Cambridge

Life Competencies

A framework to develop skills for life

There have been many initiatives to address the skills and competencies our students need for the 21st century – each relating to different contexts. At Cambridge, we are responding to educators who have asked for a way to understand how all these different approaches to life competencies relate to English language programs.

The Cambridge Framework sets out to have three dimensions:



We have grouped the different competencies into six main areas.

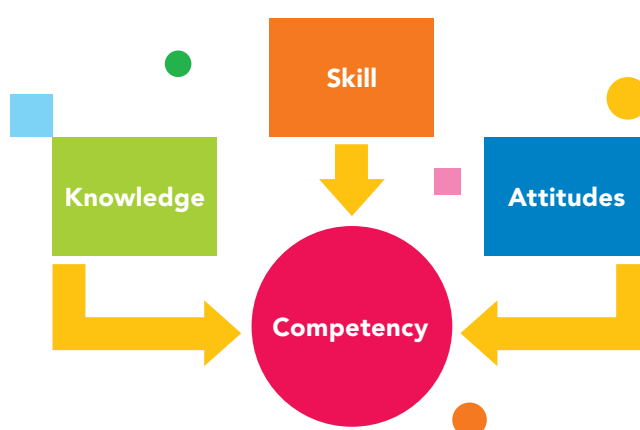
- Creative Thinking
- Critical Thinking
- Learning to Learn
- Communication
- Collaboration
- Social Responsibilities

These are supported by three foundation layers that underpin the Framework:

- Emotional Development
- Digital Literacy
- Discipline Knowledge

What Are “Competencies”?

We call these “competencies” rather than “skills,” because competencies are more than just skills. The competencies in this Framework are complex and require development in three areas:



Competencies are defined as a combination of knowledge, skills, and attitudes, where:

- knowledge is composed of the facts and figures, concepts, ideas, and theories which are already established and support the understanding of a certain area or subject;
- skills are defined as the ability and capacity to carry out processes and use the existing knowledge to achieve results;
- attitudes describe the disposition and mindsets to act or react to ideas, persons, or situations.

Council of the European Union, 2018, p14.

Core areas

Creative Thinking

| | | |
|--------------------------------------|--|--|
| Participating in creative activities | Creating new content from own ideas or other resources | Using newly created content to solve problems and make decisions |
|--------------------------------------|--|--|

Critical Thinking

| | | |
|---|--|------------------------------------|
| Understanding and analyzing links between ideas | Evaluating ideas, arguments, and options | Synthesizing ideas and information |
|---|--|------------------------------------|

Learning to Learn

| | | |
|--|--------------------------------|---|
| Practical skills for participating in learning | Taking control of own learning | Reflecting on and evaluating own learning success |
|--|--------------------------------|---|

Communication

| | | |
|---|------------------------|---|
| Using appropriate language and register for context | Managing conversations | Participating with appropriate confidence and clarity |
|---|------------------------|---|

Collaboration

| | | | |
|---|---|--|--|
| Taking personal responsibility for own contribution to a group task | Listening respectfully and responding constructively to others' contributions | Managing the sharing of tasks in a project | Working towards a resolution related to a task |
|---|---|--|--|

Social Responsibilities

| | | | |
|---|--|---|--|
| Understanding personal responsibilities as part of a group and in society – including citizenship | Taking active roles including leadership | Understanding and describing own and others' cultures | Understanding and discussing global issues – environmental, political, financial, and social |
|---|--|---|--|

Foundational layers

| |
|-----------------------|
| Emotional Development |
| Digital Literacy |
| Discipline Knowledge |

cambridge.org/clcf

For a full correlation to the Cambridge Life Competencies Framework, visit cambridge.org/americanthink2e

AMERICAN TH!NK and the Cambridge



Life Competencies Framework

Although **AMERICAN TH!NK** focuses on both the *Social Responsibilities* and the *Emotional Development* competencies in the *Cambridge Life Competencies Framework*, all of the six Life Competencies are explored throughout the course.

The table below shows, at a glance, where you can find an activity which concentrates on a particular Core Area.

The following table shows which *competencies* are developed in this level.

| Competency | Core Area | U1 | U2 | U3 | U4 | U5 | U6 | U7 | U8 | U9 | U10 | U11 | U12 |
|-------------------------|---|----|----|----|----|----|----|----|----|----|-----|-----|-----|
| Social Responsibilities | Understanding personal responsibilities as part of a social group | | | | | | ✓ | | | | | | |
| | Understanding global issues | | | | | | | | | | | | ✓ |
| | Showing intercultural awareness | | ✓ | | | | | | | ✓ | ✓ | | |
| Emotional Development | Managing own emotions | | | | | | | ✓ | | | | | |
| | Understanding emotions / Supporting others | | | | ✓ | | | | | | ✓ | | |
| | Showing empathy for the feelings of others | | | | | | | ✓ | | | | | |
| | Empathy and relationship skills | | | | | | | | | | | | ✓ |
| Critical Thinking | Evaluating ideas and arguments | | | ✓ | ✓ | | | | ✓ | | | ✓ | ✓ |
| | Understanding and analyzing ideas and arguments | | ✓ | | | | ✓ | | ✓ | ✓ | ✓ | ✓ | |
| | Solving problems and making decisions | ✓ | | | | ✓ | | | | | | | |
| Learning to Learn | Practical skills for participating in learning | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Taking control of own learning | ✓ | | | | | | | ✓ | | | | |
| | Setting goals and planning | | ✓ | | | | | | | | | | |
| Communication | Using appropriate language and register for context | | | | | | ✓ | | | | | | ✓ |
| Creative Thinking | Generating ideas / Preparing for creativity | | | | ✓ | | | ✓ | ✓ | | | | |
| Collaboration | Listening respectfully and responding constructively to others' contributions | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

Here are a few examples of how activities can help your students develop particular Can Do Statements:

Competency: Creative Thinking

Core Area: Generating ideas

Can Do Statement: Imagines alternatives and possibilities.

In this Train to THINK section, students are encouraged to ask questions to come up with their own theories and possibilities.

A big change for artists

THE ART OF THINKING UNIT 8

The National Gallery in Trafalgar Square in London has a collection of paintings that stretches from hundreds of years ago right up to the present day. You can plan a walk that goes chronologically through the centuries – 16th, 17th, 18th century, and so on. As you go through the first rooms, you get used to seeing paintings in dark, heavy colors of brown and black, deep reds and blues, with subjects that are indoors or in huge landscapes that were created by imaginative painters. But something happens in the middle of the 19th century. Suddenly, after about 1845, you start to see paintings with dazzling, bright colors and with vivid outdoor settings. How can this remarkable change be explained?

The answer is twofold. First of all, after the Industrial Revolution, artificial pigments had now begun to be used in paint. The second reason was the work of a man almost no one has heard of: John Goffe Rand.

Rand was an American, born in 1801 in New Hampshire, but he moved to London when he got married. He was a practical but also a creative man: an inventor and an enthusiastic, competent painter. Like all other painters at the time, he worked mainly with oil paints. The problem with oil paint was how to store it in animal bladders, which they could pierce to get the paint out, but these were fragile and short-lived containers. It was almost impossible to move the paint from one place to another or to store it for a long time. Most artists were used to dealing with this situation, but Rand thought he could do something to improve it.

And so, in 1841, he invented the metal tube. Taking very thin layers of tin – a metal that would not react with the oil paint, he made small tubes into which the paint could be poured. The tube could then be squeezed gently to get out as much paint as the artist needed and closed again. And they were small and light, so they could be taken wherever the painter wanted. These tubes changed everything for artists. Suddenly, they could go out into wide open spaces, fields, gardens, and streets, taking their paint with them and painting what they saw, not worrying about the paint itself.

The art movement known as “impressionism” partly owes its existence to Rand and his tube. One of the greatest impressionist painters, Renoir, told his son: “... without colors in tubes, there would have been no Cézanne, no Monet, no Sisley, or Pissarro, nothing of what people were to call impressionism.”

John Rand patented his invention, but never became especially wealthy because of it, even though the tube that he invented went on to be used in many other ways.

Train to THINK

Lateral thinking

“Lateral thinking” means solving problems by thinking in a creative way. It means not following the obvious line of thinking. Here is an example.

A man is driving down a city street at 25 km per hour. The speed limit is 30 km per hour. He passes three cars that are traveling at 20 km per hour. A police officer stops him and gives him a \$100 fine. Why?

If we think too much about the speed, we may not get the answer. What does the situation NOT tell us? It doesn't tell us information like what time of day it is – so a possible reason for the \$100 fine is that it is night time and the man is driving with no lights on his car. Or another possible reason for the fine is that the street is one-way, and the man is driving the wrong way.

7 SPEAKING

Here are more situations. Work in pairs and discuss possible answers.

1 A father and son are in a bad car crash. They are both taken to the hospital. The son is taken into the operating room. The doctor there looks at the boy and says, “That’s my son!” How is this possible?

2 A woman is lying awake in bed. She dials a number on the phone, says nothing, puts the phone down, and then goes to sleep. Why?

3 A man lives on the 12th floor of a building. Every morning, he takes the elevator down to the entrance and leaves the building. In the evening, he gets into the elevator and, if there is someone else in the elevator, he goes directly to the 12th floor. If the elevator is empty, he goes to the 10th floor and walks up two flights of stairs to his apartment. Why?

LIFE COMPETENCIES

Sometimes people need our understanding and support, even if what they see as a problem is not something we ourselves think is serious or important.

Being supportive

1 Watch the vlog. Answer the questions.

2 Watch the vlog again. Work in pairs and think of two other ways Will could show Max some support.

3 Read these situations. For each situation, choose the best response.

3 It's your friend's mom's birthday soon. He wants to get her something nice, but he doesn't have much money. You know he bought a new tablet recently.

A I can lend you some money, but maybe you should think more carefully about how you spend your money.

B Well, it's your own fault. You shouldn't have bought that tablet.

C Just buy something with what you have. Your mom won't be expecting anything fancy.

4 SPEAKING Work in pairs or small groups. A friend says these things. Think of something supportive to say in reply.

"I feel awful. I promised my grandma I'd go for a walk with her, but now I have to stay at home and help my brother with something. I'll have to call Grandma and tell her I can't come. I hate doing this!"

"My sister's being a real pain. She argues with me all the time and says things she knows I don't like. She laughs at everything I do, too. But my parents think she's so sweet!"

Me and my world

5 Think of a time when someone said something very supportive to you and write notes about it.

6 SPEAKING Work in pairs and tell your partner your ideas from Exercise 5.

TIPS FOR BEING SUPPORTIVE

When you are listening to other people's problems, try not to judge them or the problem.

You don't have to solve the problem – just try to say something that shows you understand.

Try to put yourself in the other person's position. What would you like to hear?

Competency: Emotional Development

Core Area: Empathy and relationship skills

Can Do Statement: Showing empathy for the feelings of others.

The following exercises encourage students to show understanding of other peoples' perspectives and feelings.

Student's Book

Each unit of **AMERICAN THINK** builds students' knowledge and skills through a series of carefully constructed learning inputs and activities. Units begin with a thought-provoking question and introductory video, followed by a series of high-interest readings and abundant opportunities for personalized speaking practice.

Each sequence of exercises helps students unlock the text, while contextualized vocabulary and grammar concepts recycle and build throughout the unit, sharpening students' language proficiency.

Objectives

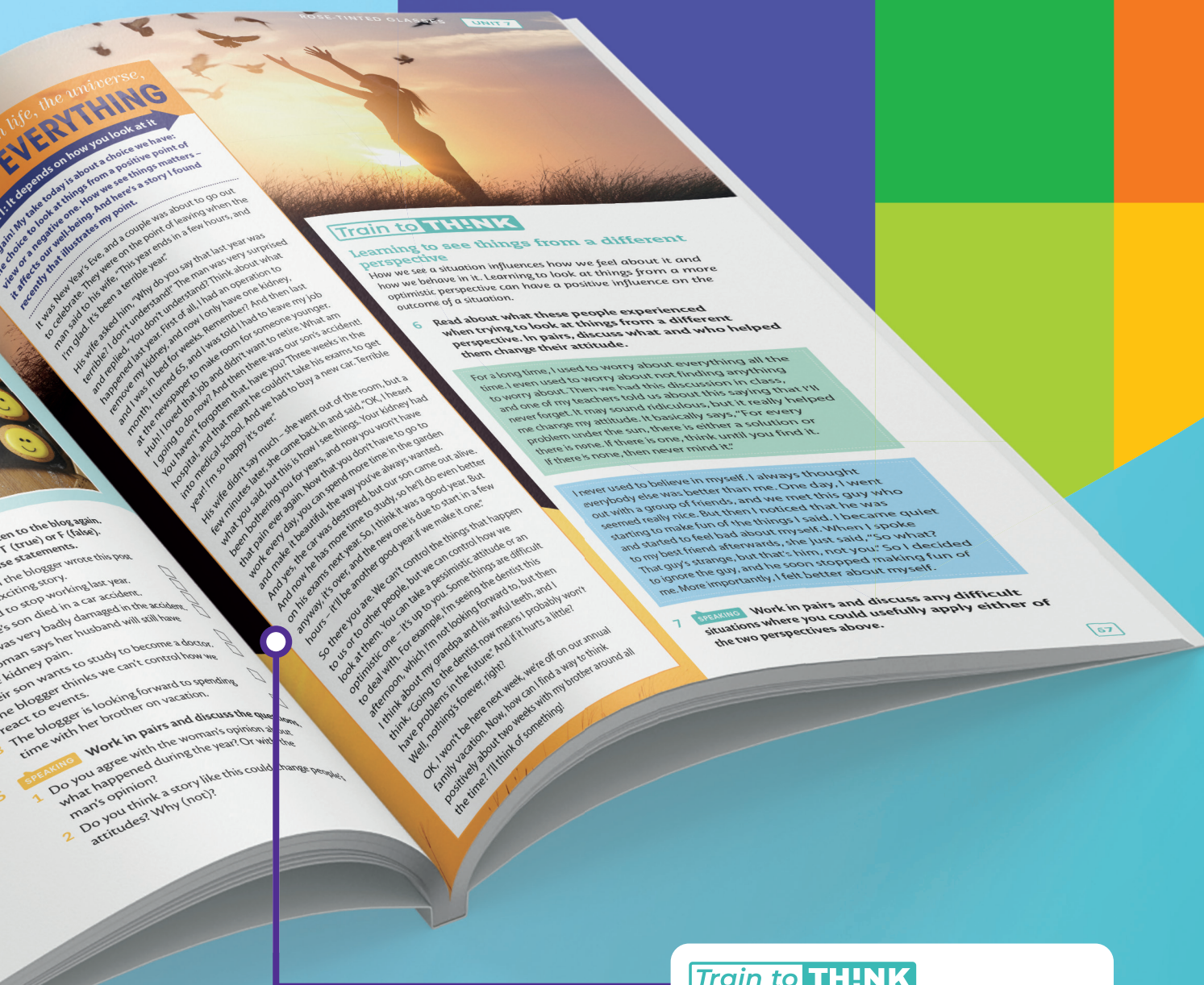
Learning objectives clearly show unit aims at a glance, including language functions and target vocabulary and grammar concepts.

Get THINKING

Each unit is introduced by a documentary-style video, with questions designed to pique curiosity, activate prior knowledge, and get students thinking critically.

Some units conclude with a focus on developing Life Competencies, while even-numbered units end with exams-style practice pages, ensuring students are well prepared for the challenges that lie ahead.





Train to THINK

Train to Think sections encourage students to reflect on the topics presented in the readings and to express their opinions on meaningful issues, as well as require them to work together to achieve consensus or to solve a problem.

GRAMMAR

Grammar presentations use a scaffolded inductive approach to help students understand the features and structures of English grammar.

Grammar video

These short videos help illustrate and explain grammar concepts in an innovative and memorable way.

GRAMMAR

Ways of referring to the future (review)

- Look at the sentences from the blog. Then complete the rule with *be going to*, *will*, the *present continuous*, or the *simple present*.
 - What am I going to do now?
 - I'm seeing the dentist this afternoon.
 - It'll be another good year if we make it one.
 - I probably won't have problems in the future.
 - This year finishes in a few hours.
 - I'll think of something.
 - He'll do even better on his exams next year.

RULE: We use:

- be going to* to talk about future facts.
- will* to talk about events that are part of a timetable or schedule.
- the present continuous* to make evidence-based predictions.
- will* to make predictions based on thoughts and opinions.
- be going to* to talk about plans and intentions.
- will* to refer to definite arrangements.
- will* to refer to spontaneous decisions and offers.

- Complete the sentences using the most appropriate form of the verbs in parentheses. Sometimes more than one form is possible.
 - My dad _____ on the eight o'clock flight from Mexico City tomorrow. (arrive)
 - Careful! You filled that glass too high. You _____ it. (spill)
 - I think it _____ probably a lot this weekend. It's that time of year. (rain)
 - We _____ friends on Saturday afternoon. (see)
 - I'm sorry. I have to finish now. The movie _____ in two minutes. (start)
 - When I get paid, I _____ myself a new camera. (buy)
 - Today's lunch break _____ five minutes shorter than usual. (be)

→ workbook page 64

VOCABULARY

Phrases to talk about the future: *about to*, *off to*, *on the point of*, *due to*

- All of these sentences refer to the future. Which sentence talks about:
 - future travel plans?
 - the very immediate future (x2)?
 - something that's expected to happen at a particular point in the future?
- 1 They were about to go out and celebrate.
2 We're off on our annual family vacation.
3 They were on the point of leaving.
4 The new year is due to start in a few hours.

Look

be about to / *be due to* + infinitive
be off to + infinitive / noun
be on the point of + verb + -ing

- Choose the correct options.
 - Although this is a serious situation, Jennifer looks as if she's *about to* / *off to* start laughing.
 - I'm *off to* / *about to* the supermarket in five minutes. Do you want anything?
 - Careful! You're *off to* / *about to* knock the glass over.
 - My friends are *off to* / *about to* get a big surprise!
 - They're *off to* / *on the point of* Hawaii on vacation next month.
 - It's 2–0; there's only one minute left – wow, we're *on the point of* / *about to* winning the game!
 - Their plane is *due to* / *about to* arrive at three o'clock this afternoon.

→ workbook page 66

LISTENING

- 7:02 Listen to the podcast *Silver Linings* and answer the questions.
 - Complete the phrase: "Every _____ has a silver lining."
 - Explain this phrase in your own words.
- 7:02 Listen again and write Paul's and Nadia's answers for each round.

| | |
|--------------|--------------|
| Round 1 | Round 2 |
| Paul: _____ | Paul: _____ |
| Nadia: _____ | Nadia: _____ |
- SPEAKING** Work in pairs. Who would you give the points to in each situation (Nadia or Paul) and why?

GRAMMAR

Future continuous (review)

- Look at these sentences from the podcast. Then complete the rule with *be* and *-ing*.
 - Every day, I'll be writing the novel that'll make me rich and famous.
 - After that, I'll be sleeping in a comfy bed.

RULE: To talk about an action that will be in progress 'after / around' a specific future time, we use the future continuous: *will* + *be* + the _____ form of the verb.

- Complete the conversation with the simple future or future continuous form of the verb in parentheses.

Mei This time tomorrow, my dad and I _____ (sit) on a train.

Paula Really? Where are you going? Anywhere nice?

Mei Yes. Dad's taking me into the city with him on Saturday.

Paula Wow!

Mei Tomorrow morning, we _____ (walk) around the city doing a little shopping.

Paula Great! I _____ (call) you on Saturday afternoon.

Mei Well, that's not really a good time. On Saturday afternoon, we _____ (watch) the Cubs play the Pirates. I can't wait! You know how much I like baseball.

Paula And you _____ (come) home happy and relaxed. Lucky you.

Mei Well, I hope so. It's an important game for the Cubs.

Paula That sounds like a fantastic afternoon. So, what time's your train tomorrow?

Mei Eight o'clock.

Paula Alright. At 8:30, I _____ (think) of you.

Mei And I _____ (put) some photos from our weekend on Instagram – if I remember.

Future perfect (review)

- Look at the example sentences and complete the rule with *have*, *past participle*, and *will*.
 - ... after three weeks of that, you'll have annoyed your entire family
 - In a few years' time, I'll have gotten a good job.

RULE: To talk about an action that will finish at some time between now and a specified time in the future, we use the future perfect. We often use it with the preposition *by* + _____ + _____.

- Choose the correct verb forms.
 - By the time Mom comes back from work, I will be *finishing* / *have finished* my homework.
 - By 2050, psychologists will be *finding* / *have found* ways to help pessimists feel more optimistic.
 - Don't call after 10 p.m. I will be *sleeping* / *have slept*.
 - This time tomorrow morning I will be *flying* / *have flown* to Singapore. We land in the afternoon.
 - When I finish school, I will be *spending* / *have spent* six years there.
 - You can find Ms. Green in classroom 3. She will be *teaching* / *have taught* there until noon.
 - We're going to watch movies all day on Saturday. By the end of the day, we will be *watching* / *have watched* more than five movies!
 - The band will be *touring* / *have toured* for six months later this year to promote their new album.

→ workbook page 65

SPEAKING

- Work in groups of four and play *Silver Linings*. Read the situations and think of optimistic solutions. Make notes.

Student A: Your best friend completely forgets your birthday.

Student B: Someone pours orange juice over your new T-shirt.

Student C: You fail your history exam.

Student D: Your country doesn't qualify for the soccer World Cup.
- Take turns talking about the "silver linings" in your situations. Give a point for each correct use of the future continuous or the future perfect. Award five points for the most imaginative answer.

SPEAKING

Frequent opportunities for speaking practice build on students' prior knowledge and encourage them to relate the text to their own experience, personalizing the speaking tasks.

WordWise

These features provide valuable practice with words or phrases that often have multiple uses or meanings in English.

QUOTATIONS FOR WORRIERS

"You'll never find a **RAINBOW** if you look down!"

Who said that? No, it wasn't me. It was Charlie Chaplin, and I love it. You should know that I wasn't exactly born an optimist myself. I was actually quite a worrier until I discovered the power of inspirational quotes. Try me. Send me a worry, and I'll send you a quote. For free. If you like the quote, please let me know. Positive messages help me, too, and so far, all the feedback has been positive!

A SHOULD I STAY OR SHOULD I GO?

Hi, I don't know what to do. I have an aunt and uncle in the UK, and they've invited me to go there for a month or so. Sounds cool, doesn't it? But I'm worried there won't be anyone my age to hang out with. They live in a smallish sort of town, and they don't have any kids themselves. It may sound weird, but I feel that whatever I decide, I'll probably regret it later! Can you help? I hope so.

1 ☐ Hmm, Yes, I understand that's not an easy situation. But I don't think that means you should just sit around complaining that everything's gloomy. Maybe what Anne Frank said will help you to be more optimistic: "How wonderful it is that nobody needs to wait a single moment before starting to improve the world."

2 ☐ Look, this is for you, and it's by Mahatma Gandhi. I'll say no more. It's all in the quote. "Man often becomes what he believes himself to be. If I keep on saying to myself that I cannot do a certain thing, it is possible that I may end by really becoming incapable of doing it. On the contrary, if I have the belief that I can do it, I shall surely acquire the capacity to do it even if I may not have it at the beginning."

3 ☐ My quote for you is by Winston Churchill: "A pessimist sees the difficulty in every opportunity; an optimist sees the opportunity in every difficulty." Even if you are right, there are probably about a million things you can do there that you can't do at home! So I'd say, go. And remember the rainbow!

B DRUMMER BOY

I got this drum set for my 16th birthday. There's a band at my school. They're great, but their drummer, Luca, is leaving at the end of the school year – his family is moving to another town. The band has asked me if I want to audition, and Luca has offered to teach me. But I'm not sure I'll be good enough. I don't think I should get my hopes up. I'd be so disappointed if I didn't get in.

READING

1 Read this webpage quickly. Who is it for? What are the two worries mentioned by the people who posted on the website?

2 ☐ Read and listen to the webpage again. Match the answers with the worries. There is one extra quote.

3 Read the webpage again and answer the questions.

- What does the writer have in common with the two worriers?
- What is the difference between the writer and the two worriers?
- Are the two worriers equally pessimistic? Why (not)?
- What is the writer referring to in the third answer by saying, "And remember the rainbow"?

4 ☐ **WORKING** Work in pairs and discuss the questions.

- What kind of person is the owner of this website? Would you like to get to know them? Why (not)?
- Do you think quotations can cheer you up when you're down?
- How would you react if you were in the situation of one of the two worriers?
- Look at the extra quote. What kind of problem could this quote be an answer to?
- Which of the three quotes do you like most? Why?

VOCABULARY

Feelings about future events

5 ☐ **WORKING** Work in pairs. Make a list of five situations or events that can make you feel worried.

6 Read the following extracts from *Quotations for worriers*. What situation or event do you think each extract refers to?

A It's a big game, and I'm feeling very **apprehensive**. If we win, we'll be at the top of the league. I'm excited, but they're a good team, and in the last two games we were only so-so. So I'm **unsure** about our chances.

B I have a really good feeling about this. I'm **really looking forward** to it, and I **feel really positive** about it. If I'm honest, I'll probably be old enough to be the other students' mother, but so what? It's something I really want to do. Any suggestions for how I can bridge the age gap with my new classmates?

C I **just have a bad feeling** about this. I'm sure I'm going to fail. I haven't done any studying, and I **just don't know where to start**. ... It's a **nightmare** – I'm **really worried** about it.

D I'm **dreading** this, but I'm not sure why. I'm **getting so worked up**. I've seen him lots of times before, and he's really good, but I just have a bad feeling about it this time. I think he'll need to pull one of my teeth.

7 Look at the phrases in bold and use them to complete each list. If needed, use a dictionary to help you with meaning.

| | |
|--|------------------------------|
| expressing optimism | expressing pessimism / worry |
| I'm really looking forward to ... | I'm dreading ... |

8 Match the phrases from Exercise 7 with the events you listed in Exercise 5 in which you might use them.

→ workbook page 66

ROSE-TINTED GLASSES UNIT 7

WordWise: Expressions with so

9 Look at these sentences from the unit so far. Complete them with phrases from the list.

I hope so | or so | so far
so not | so-so | so what

- A Can you help?
B _____.
- In the last two games we were only _____.
- _____, all the feedback's been positive!
- That will feel a bit weird, but _____?
- I'm _____ looking forward to this.
- They've invited me to go there for a month _____.

10 Complete the sentences with the expressions from Exercise 9.

- A Andrew isn't going to like this.
B _____? I'm not worried about Andrew.
- I'd hoped the movie would be really good, but it was only _____.
- I'm going to read a different book.
I'm _____ enjoying this one.
- My mom's gone to Chicago for a week _____, to work.
- I'm taking guitar lessons, and _____ I'm really enjoying them.
- A Do you think we're going to have fun at the beach?
B _____, I really need some relaxation.

→ workbook page 66

WRITING

A short story

11 You are going to write a story (200–250 words) that finishes with the words, "Every cloud has a silver lining."

- Think of:
- an unfortunate incident
 - an unexpected positive outcome
 - how it changed the main character's life.

WRITING

Each unit includes scaffolded writing activities presented in a real-world context, as either an informal activity or a more academically focused task.

These modeled speaking activities provide abundant practice to help students build their speaking confidence while Phrases for Fluency tips focus on authentic language to help them sound more natural.

These lessons focus on developing a key competency area from the Cambridge Life Competencies Framework. The competencies that students develop throughout **AMERICAN THINK** will serve them throughout their lives within their communities and in the world at large.

- 1 **Q1 9.04** Look at the photo. What do you think Matt is doing?
Read and listen to check.

Zoe: Hey, Matt. What's up? You look terrible.
Matt: Hi, Zoe. Well, I had an audition this afternoon – you know, for a part in a play. It was awful.
Zoe: Come on, Matt, cheer up! I'm sure it wasn't that bad.
Matt: Oh, it was! It really was. For a start, I was late, and I read the wrong lines, and then I started coughing. I made a real fool of myself! Am I a fool? Am I a terrible actor?
Zoe: Well, to be honest it sounds like you might have prepared better. But don't let it get you down. One bad audition doesn't mean you don't have talent.
Matt: I guess. But I really wanted that part. I need parts to have a better chance of getting into drama school.

Zoe: Well, let's look on the bright side. There'll be more auditions, won't there?
Matt: Yes, sure. In fact, I put my name down for another audition next week, but I don't think I want to go.
Zoe: No, Matt. Go for it. You don't have anything to lose.
Matt: I just don't want to get my hopes up for nothing.
Zoe: Fair enough. Getting turned down isn't easy. But you have to hang in there!
Matt: I know. Thanks, Zoe. You always manage to cheer me up. I really appreciate it. Anyway, how was your day?
Zoe: Well, nothing special, but it was better than yours. I think! Come on, let's get some ice cream!

- 2 **Q1 9.04** Read and listen to the dialogue again and answer the questions.

- What went wrong at Matt's audition?
- Why is Matt thinking of not doing the audition next week?
- How does Zoe encourage Matt?

- 3 **SPEAKING** Discuss the statements in pairs. Do you agree with them?

- One bad [audition/day/exam/game] doesn't mean you don't have talent.
- Matt should "hang in there."

Phrases for fluency

- 4 Find the underlined expressions in the dialogue and use them to complete the conversations.

- A Well, there are lots of reasons I don't want to go there. It's very expensive, _____.
B _____ We'll have to think of another place to go, then.
- A There's a singing competition at school next month. I thought I might _____.
B Well, don't _____ Sophie Kenny's bound to win it.
- A So have you decided to try out for the team?
B No, I decided not to. I'm not good enough and I'd only _____.
A That's disappointing and I'm sure that wouldn't happen.
B _____, even if I did get in, they play on Saturday mornings and I like to sleep in on Saturdays.

- 5 **SPEAKING** Work in pairs. One of you is Zoe; the other is Matt. Imagine it is five years later and you meet again. Act out two scenarios.

- Matt has taken his acting career further.
- Matt has given up acting.

FUNCTIONS

Cheering someone up

KEY LANGUAGE


Cheer up! Hang in there!
Don't let it get you down. Look on the bright side.
There's light at the end of the tunnel.

- 6 Complete the sentences with phrases from the Key Language box.

- _____ up! Things will seem better after a good night's sleep.
- _____ there. Your exams will be over soon.
- Don't let _____. It's not the end of the world.
- I can see that losing the game is really bothering you, but try to look _____ side – it's early in the season.
- I know this year of high school can be really difficult, but there is _____ tunnel!

- 7 **SPEAKING** Work in pairs. Think of situations in which someone would need cheering up. Write short dialogues using the language from the Key Language box. Then act them out.

PRONUNCIATION

Intonation: encouraging someone
Go to page 121. 

LIFE COMPETENCIES

It's important to be honest with your friends, but sometimes being too sincere can upset or offend people. In these situations, we need to use tact and show sensitivity to how others may be feeling.



- 1 **▶ 1:48** Watch the vlog. What three presents did Chloe get from her aunt?

- 2 **▶ 1:58** Watch the vlog again and make notes about:

- Chloe's truthful thoughts
- things she could say to be tactful.

- 3 **SPEAKING** Work in pairs. Think of three more things Chloe could have said to be tactful.

- 4 **SPEAKING** Read the situation and the responses. Work in pairs and discuss which response is the most tactful.

A friend has bought a new outfit for the school dance and wants your opinion on it. The outfit was expensive, and they think they look great in it. However, you don't agree. You think the clothes are out of style and don't suit your friend at all. What do you say?

- Whatever you do, don't wear them. They're so ugly, and you look terrible in them.
- You look great in them. You'll be a big success.
- Can I be honest? I think blue is a better color for you.

- 5 Read the situation. In pairs, think of a reply that is tactful. Then compare your ideas with another pair.

- 1 You are on a team of four, working on an important project for school. While three of you are working your hardest to get the best result possible, the other member is not doing their fair share of the work. You want to say something before it's too late, but what?

Me and my world

- 6 Think of a time when you found yourself in an awkward situation (e.g., someone showed up at a party that they hadn't been invited to) and make notes.

- Who did it involve?
- What did they want?
- Why was it awkward?
- Would you do things differently if it happened again?

- 7 **SPEAKING** Work in pairs and tell your partner about the situation. Then discuss these questions below.

- Is it sometimes better to just be honest? Can you think of an example?
- Who's the most direct person you know? What sort of things do they say?
- Do you consider yourself to be tactful? Give examples.

TIPS FOR BEING TACTFUL

- Before giving negative feedback, think about how you would react if someone gave you similar news.
- It's always a good idea to try to focus on something positive first – this will make it easier to deliver the negative comments afterwards.
- It is possible to be too tactful. Make sure your message isn't lost in too much tact.

Life Lessons videos

Each Life Competency is introduced by a Life Lessons vlog recorded by a student. These videos help introduce the competency area in a natural and accessible way and serve as a springboard to the activities that follow.